A Study of the
Catalogues of Schools
of Nursing in
New England
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SCHOOL OF NURSING

Thesis

A STUDY OF THE CATALOGUES OF SCHOOLS OF NURSING IN NEW ENGLAND

Submitted by

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CHAPTER I

INTRODUCTION

Purpose of the Study

This study was undertaken to determine the adequacy with which the catalogues of schools of nursing in New England were fulfilling the accepted purposes for which catalogues of educational institutions are published in the hope of offering some constructive suggestions for the improvement of nursing school catalogues in general.

Justification

The recruitment of adequate students to meet the demands for professional nursing is, at present, a serious problem for nursing educators. One reason for the insufficient number of students, to meet the demand, is the lack of knowledge on the part of the general public concerning nursing and nursing education. This lack of knowledge is apparent in the surveys conducted by Edward Bernays, reports of which appeared in a series of articles in the American Journal of Nursing during 1945 and 1946. In recent years publicity for nursing and nursing education, as part of the recruitment program, has been conducted on a national basis; but evidently there is a

and by the Nursing Information Bureau[1] which gives prospective students insight into the information needed to choose a school wisely.

On referring to school of nursing catalogues in general one frequently finds that the facts the prospective students are being taught to look for are absent or inadequately presented. It seems important, therefore, that a study of the catalogues of schools of nursing be conducted to determine whether they are fulfilling the accepted purposes for which catalogues of educational institutions are published and if constructive suggestions could be made for the improvement of the catalogues.

Delimitation

As it would be impossible, for this study, to include catalogues from the 1271 accredited schools of nursing in the country as a whole, a limitation was necessary. It was decided that a geographic limitation be made. The New England area was choosen because of the writer's interest in the schools of this area, and because there are in New England approximately one-tenth of all the schools of nursing in the country. The study, therefore, was limited to the catalogues of the schools

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1 Nursing Is A Great Profession, Nursing Information Bureau of the American Nurses' Association cooperating with the National League of Nursing Education and National Organization for Public Health Nursing, 1790 Broadway, New York.

of nursing in New England which were listed in the State Accredited Schools[1].

Assumptions

The school of nursing prepares students to enter a recognized profession. The minimum educational requirement of the accepted schools of nursing is at least graduation from high school. The school of nursing would be classified under schools of higher education. One could assume, therefore, that the purpose of the school of nursing catalogue and the features which contribute to the purpose would be comparable to those of schools of higher education such as colleges and universities with professional programs.

Weaknesses of the Study

The subjective character of the distinction between an unsatisfactory form and a good form is a weakness admitted by the writer. Blauch, in referring to the subjective character of the rating catalogues, says "Nevertheless, if criteria consistent with the purposes of the catalogues are used, the items can be reasonably judged."[2]

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1 National League of Nursing Education, State Accredited Schools, A List of Schools Meeting Minimum Requirements Set by Law in the Various States and Territories, National League of Nursing Education, New York, 1946.

2 L. E. Blauch, "A Means of Evaluating Catalogs of Educational Institutions," Bulletin of the American Association of Collegiate Registrars, New Series, Vol. VIII, No. 2, January, 1933, p. 79.

A fact that might be questioned is the inclusion of material which is not in the recognized form of a catalogue. It must be remembered though that this material functions as a catalogue as it is the informational material sent out to the prospective student in lieu of the recognized booklet form of catalogue.

The conclusions drawn are based on a study of only ninety catalogues, but this number represents 72 per cent of the schools of nursing in New England which is a fair percentage on which to base a judgment.

CHAPTER II

THE SURVEY OF LITERATURE

In making a study of catalogues it was recognized that the first step would be to determine the purpose for which catalogues are published, and the features which would contribute to those purposes. Reference was made to both the fields of general and nursing education. The method of investigation pursued is as follows:

1. Library research
   a. Usual sources of data consulted[1]
   b. List of Libraries

      The Boston Public Library
      The Boston University Libraries
      Widener Library, Harvard College
      Harvard College School of Education Library

The Review of the Literature in the Field of General Education

The first reference found on the subject of the college catalogue was a study reported by Pritchett[2] in 1913. Each

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1 These are listed in a seperate section of the bibliography.

2 Henry S. Pritchett, "College Catalogues," Eighth Annual Report of the President and the Treasurer, The Carnegie Foundation for the Advancement of Teaching, New York, 1913, pp. 111-124.

year at least a thousand catalogues of colleges and universities are examined in the offices of the Carnegie Foundation. It was out of this experience that the staff felt there was a need for defining the functions of the catalogue and presenting the results of a study of some of the catalogues. This study states the purpose of the college catalogue; makes criticisms on several catalogues, citing examples, and suggests desirable improvements.

The American College Catalog by Ward[1] was published in 1917. The physical features, the style and form of the catalogue are the main subjects discussed in this book, but some consideration of the content is given also.

A study of the catalogues of land-grant colleges was reported by Jarvis[2] in 1919. In this study the purposes of the catalogue and a suggested outline of "commendable" features is given, and attention is called to "conspicious defects of catalogues in general".

Eells[3], in a chapter on catalogues in The Junior College, points out that the character of an educational institution is closely reflected in the catalogue which it publishes; that

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1 Henry Parker Ward, The American College Catalog, Champlin Printing Company, Columbus, 1917.

2 C. D. Jarvis, The College Catalogue, Higher Education Circular No. 13, U. S. Bureau of Education, U. S. Printing Office, Washington, D. C., January, 1919.

3 Walter Crosby Eells, The Junior College, Houghton Mifflin Company, Boston, 1931, pp. 584-597.

although there have been general discussions of the desirable and undesirable features of the college catalogues there has been little if any effort to evaluate them by objective means. He makes a report of the work of three different classes of graduate students, in a course in Junior College Administration at Stanford University. The purpose was to determine the minimum essentials for a junior college catalogue, and to construct and use a score card to evaluate catalogues. In the reference section for the chapter it is stated, "There is no literature of value regarding the junior college catalogue, and only a little dealing with college catalogues in general. The five given below are the most helpful."[1] In this survey of the literature these five references were the only ones found previous to 1931; four of which have already been referred to in this study.

Several studies have been made of college catalogues as part of the survey of the colleges. The survey of catalogues reported in The Liberal Arts College[2] was found to be the most helpful. The purposes of the catalogue are defined, and the importance of various items in the catalogue discussed. An analytical rating scale is presented showing the quantitative and qualitative rating of the catalogues of the thirty-

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1 Ibid., p. 597

2 Floyd W. Reeves, et al., The Liberal Arts College, The University of Chicago Press, Chicago, 1932, pp. 255-264.

five colleges surveyed. This scale contains all the features considered of value by other writers on the subject of catalogues. The purposes, which contain those expressed by other writers are as follows:

> The college catalogue serves several useful purposes: First, it brings to the public, especially to parents and prospective students, information which they use as a basis for deciding whether they shall patronize the college. Many students arrive at decisions to attend particular colleges on the basis of information secured from reading this offical publication. This purpose of the catalogue has certain definite implications. It should present in a dignified, clear, and honest manner the opportunities and advantages offered by the institution. Accuracy should certainly characterize the publications of a college which aspires to develop this quality in its students. Furthermore, the fact that catalogues are circulated among high-school graduates who are interested in selecting the colleges they will attend should cause the institution to strive for the utmost simplicity and clearness in arrangement and statement.
>
> Another element of the general public to whom the catalogue represents the college is the prospective donor. A poorly constructed catalogue, printed and bound in an unattractive way, creates no favorable impression on one who is searching for a worthy institution upon which he may bestow his wealth, nor will a catalogue full of inaccurate or undignified statements help the cause of the college under such circumstances.
>
> A second purpose of the college catalogue is to give other colleges information which they need, especially in allowing credit to transfer students. For such use it is highly desirable that standardized and comparable terms be employed. Clear and adequate statements regarding courses, credits, and requirements are necessary to serve this useful purpose.
>
> A third purpose of the college catalogue is to serve as a book of reference within the institution. Administrators, faculty members, and students use it constantly as a manual of advice, rules, and requirements. Through this medium confusion is overcome and orderly procedure is established. In some respects

> this use of the catalogue is the most important of all. Graduation requirements, sequences and curriculums, course descriptions, etc., provide the facts that both students and faculty must have if they are to work together in harmony. Anyone who has had anything to do with the administring a college has often been made aware of the great amount of misinformation which students gather from advisers, faculty members, fellow-students, and others, all of which leads into difficulties. Clear and complete catalogue statements help students to follow proper directions.
>
> Finally, the catalogue serves as a contract between the institution and the student, this status having been upheld by court decisions. It is therefore very important that all statements be clear and complete, and worded with utmost accuracy. A student can legally hold the college to the execution of every promise made in the catalogue.[1]

Today we should include in the first purpose the fact that the catalogue brings complete and reliable information to counselors to use as a tool in guiding students in their choice of schools.

Several articles have been written on the contents of the college catalogue, and on the value of single items which show that the writers are in fairly close agreement on the features that should be presented in the catalogues. One of these articles by Miller[2] was written for prospective college students. In this article they are advised as to the features to look for and why.

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1 Ibid., pp. 255-256.

2 Christian Miller, "Know the College by its Catalog," Scholastic, 24:9-10,April 14, 1934.

Gladfelter[1], in 1938, reported a study made under the direction of the Middle States Association of Collegiate Registrars. This investigation was chiefly concerned with the value of the catalogue to the college student. A survey was made to determine what source the prospective student used in seeking information about a college and also the features in the catalogues most used by the students. The results of the questionaire on the sources of information revealed the fact that not only the prospective students used the catalogue but that the catalogues had been used by a considerable number of parents and school advisers in helping the students decide on a college. In making the survey on the use of the items in the catalogue, a scale was devised which the students checked as to the frequency that they referred to these items. Forty-three items which are commonly found in the catalogues were listed. It was found that items of least interest to the students were the material concerning the board of trustees, the officers of the college, fraternity and religious activities, enrollment statistics, geographical distribution of students, alumni organization and activities, and the names of outstanding alumni. Those items of greatest interest to the students were information concerning the faculty, the accreditation, the objectives of the college, student organizations and

1 Millard E. Gladfelter, "Evaluation of Several College Catalogues," American Association Collegiate Registrars Journal, 13:335-47, April, 1938.

activities, opportunities for recreation, housing and boarding facilities, the required and elective courses in the curriculum, description of instruction, and degrees awarded. It was pointed out that the editor of the catalogue could not delete all the material in which the college student or prospective student has no interest. Certain information must be recorded there for historical and reference purposes, and for the use of accrediting associations and contracting agencies but emphasis should be given to those items of information which are of greatest importance to the most frequent users of the catalogue.

The organization of the catalogue and some of the important physical features are discussed in an article by Bolton[1] and in one appearing in Higher Education[2]. Both of these articles are applicable to the school of nursing catalogue as well as the college catalogue.

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1 Frederick E. Bolton, "Suggestions Regarding College Catalogues", North West Association of Secondary and Higher Schools Proceedings, 1942, pp. 66-68.

2 "Guide to a Better Catalogue," Higher Education U. S. Office of Education, Washington, D. C., Vol. III, No. 11, p. 3, February 1, 1947.

The Review of the Literature in the Field of Nursing Education

The first study of nursing school catalogues which was found was one reported by Gray[1] in 1929. This study contained a description of the changes in form and content of nursing school catalogues from 1879 to 1928 and also a report of a study of the catalogues of nine schools of nursing. This report was confined mainly to entrance requirements, curriculum, and the faculty of the school as reported in these catalogues. The lack of information concerning the clinical experience and the faculty was emphasized.

The next study found was one reported in a Master's thesis, by Thielbar[2], in 1938. This study, of ninety-six catalogues of schools of nursing throughout the country, was based on the purposes for which a catalogue is published. The items of the catalogues were analyzed, the mechanical features checked, and the catalogues examined for inaccurate, inconsistent and exaggerated statements. Each feature was discussed and the findings of the study regarding the feature reported. It was found that judged in terms of the accepted purposes of school catalogues, a large percentage of nursing school catalogues are not adequate.

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1 Carolyn Gray, "School of Nursing Catalogues," The American Journal of Nursing, 29:47-53, January, 1929.

2 Frances E. Thielbar, "Analysis of Nursing School Catalogues," Unpublished master's thesis, University of Chicago, 1938.

In 1946, Henderson[1] reported a study, made by the Cadet Nurse Corps' Recruitment and Public Relations staff, of material sent by nursing schools to prospective students. In this study the letters and catalogues received were analyzed from the viewpoint of average applicants. Each catalogue was given a general appeal rating. The cover, the layout, and the copy were discussed and the common weaknesses on these points were presented. Emphasis was placed on the fact that information need not and should not be presented in a dull and unattractive manner or form.

The Essentials of A Good School of Nursing[2] devotes a section to the school bulletin. The purposes of the bulletin of schools of nursing are presented and show that nursing educators and educators in the field of general education are in agreement as to the purpose of the school catalogue. Suggestions are given as to the organization and the items to be included in the catalogue.

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1 Jean Henderson, "How Does Your School Look On Papers?", The American Journal of Nursing, 46:459-61, July, 1946.

_____, "How Does Your School Catalog Look?", The American Journal of Nursing, 46:545-47, August, 1946.

2 National League of Nursing Education, The Essentials of A Good School of Nursing, National League of Nursing Education, New York, 1946, pp. 62-64.

CHAPTER III

THE PLAN OF STUDY

The Catalogue

The name and form given to the material of information concerning the school differs among the various schools of nursing throughout the country. Some of the schools name this material the "bulletin", others the "announcement", "circular of information", or "prospectus". It may be published as a booklet, leaflet, folder, or may be in mimeographed form. Because of this variation in name and form, in this study, the term "catalogue" will be used in referring to this material regardless of the name given to it by the individual school or the form in which it appears.

The Procurement of the Catalogues

The State Accredited Schools[1], which is a list of the schools of nursing meeting the minimum requirements set by law in the various states and territories, was the source from which the names and addresses of all the recognized schools of nursing in New England were obtained. There were 129 schools

1 National League of Nursing Education, State Accredited Schools, op. cit.

of nursing listed for this area, but it was indicated that one of these schools had closed temporarily and one was in the process of closing at the time the list was compiled. A simple request for a catalogue of the school was made to each of the other 127 schools of nursing listed. No statement was made as to the reason for the request.

The Features Studied

The features of the catalogue which were chosen for study were those determined, in the reported studies, as contributing to the purposes of the catalogue. These are essentially the same as those suggested in the section on the bulletin in the Essentials of a Good School of Nursing[1] and are shown in the rating scale presented in Table II.

The Rating Scale

In order to study the features of the catalogues, a check list was developed modeled on the scale used in the study reported by Reeves, et al.[2] Each catalogue was studied with reference to each item and scored as (1) lacking the feature; (2) having the feature but in an unsatisfactory form to fulfill the purpose of the catalogue; (3) having it in good form.

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1 National League of Nursing Education, Essentials of a Good School of Nursing, op. cit., p. 62.

2 Reeves, et al, op. cit., pp. 259-60.

The Criteria

The purposes of the school of nursing catalogue, as expressed by Thielbar[1], were used in judging the adequacy of items of the catalogues studied. These are as follows:

> First, it should give authorative information regarding the school to prospective students and the general public. Second, it should give information which may be used as reference within the school. Third, it should aid colleges and universities to which graduate nurses may apply for admission in evaluating credentials of the professional curriculum. Fourth, it should serve as an historical record of the changing program and facilities of the school. Fifth, it should contain sufficient information to make possible comparisons of educational programs of schools of nursing. Although the nursing school catalogue may be considered as a contract, there has been no court case to test this function.

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1 Thielbar, op. cit., p. 5.

CHAPTER IV

THE FINDINGS OF THE STUDY

The Returns from the Request for a Catalogue

An answer to the request was received from 115 of the schools. Booklets were received from sixty-four schools; leaflets, folders, or mimeographed form of material from twenty-six schools. The information contained in many of the leaflets, folders, or mimiographed material was very meager; but as this material had been sent in answer to a request for a catalogue and no indication given that the school published a booklet form of catalogue, or it was stated that no other material was available, it was included in the study. Nineteen of the schools were in the process of revising the catalogue. Of this group of schools, thirteen had sent mimeographed material, or the educational requirements and expenses but as it was indicated that these were a supplement until the catalogue was available they were not included in this study. Two schools reported the catalogue out of print. One school, a collegiate school, did not send the catalogue as out-of-state applicants were not admitted to the school at present. One school wrote requesting an interview but made no mention of the catalogue. One school was closing, therefore not publishing a catalogue.

Two schools had merged. The leaflet of the new school is included in the above figures.

Twelve of the schools made no reply to the request. Two of these schools were collegiate schools of nursing. The other ten schools were connected with hospitals, five of which were hospitals of under 100 bed capacity.

One fact that might have some effect on public relationships was revealed while making this study. Ten of the schools of nursing from which catalogues were received had failed to cover the catalogue with sufficient postage. The amount due varied from three to eleven cents on each catalogue. Two were sealed yet contained no enclosures. Several included more enclosures than was allowed for the rate by which it was sent. This is, no doubt, due to an error on the part of the clerical staff, but is a fact which should be checked by administrators as it may give a poor impression of the efficiency of the school.

The total number of schools from which catalogues could be expected was 125, since one school had closed and two had merged. Catalogues were received from ninety or 72 per cent of the total number of schools listed and continuing to function.

Table I shows the number of schools in each state and the number from which catalogues were received.

TABLE I

NUMBER OF SCHOOLS IN EACH STATE AND
NUMBER OF CATALOGUES RECEIVED

State	Number of Schools	Number of Catalogues Received
Connecticut	20	16
Maine	15	10
Massachusetts	62	47
New Hampshire	13	9
Rhode Island	5	2
Vermont	10	6
Total	125	90

The Study of the Catalogue

The catalogues were first examined as to the contents of the catalogue, then the physical features were considered, and the inaccurate, inconsistent, and irrelevant statements noted. A discussion of the contents will be presented under each heading shown in Table II which gives the qualitative and quantitative findings.

The Introduction

The table of contents and the school calendar were grouped under this heading.

The Table of Contents

A table of contents facilitates the ease with which one examines the catalogue. It eliminates searching through several pages for the desired item. This is of special importance to advisors of prospective students, to those using the catalogue in evaluating credits or making comparisons. It also is an aid to those within the institution who are using the catalogue for reference. In the articles on college catalogues a table of contents is recommended in addition to the index, especially for the large catalogue. The majority of nursing school catalogues do not contain as many pages as do the college catalogues, in fact over half of the catalogues studied contained less than twenty pages, nevertheless, some type of directory to the various items facilitates the

examination and denotes an organization of material.

The table of contents was absent in seventy-two, or 80 per cent of the catalogues, forty-six of which were in the bulletin form. Two of this number included indices. The table of contents was included in eighteen, or 20 per cent of the catalogues although in four, the table of contents was placed either at the end of the book, several pages after the title page or contained errors in page number. The writer found the seven tables of contents which were alphabetically arranged more helpful than those arranged by pages, especially when no index was included in the catalogue. This fact is supported by Bolton, who says that the table of contents "should follow the title page and should give a clear analysis, alphabetically arranged and pages indicated. It should supplement the index, but not make a detailed index unnecessary."[1]

The Calendar

The school calendar gives information of interest to the prospective student and to those within the school.

Only seven, or 7.8 per cent of the catalogues contained the school calendar. Two of these were college catalogues, one the catalogue of a university school of nursing, and four were catalogues of hospital schools of nursing. The omission of the calendar may be due to lack of planned program of events,

1 Bolton, op. cit., p. 66.

TABLE II

QUALITATIVE AND QUANTITATIVE RATING OF NINETY CATALOGUES OF SCHOOLS OF NURSING IN NEW ENGLAND

FEATURE	Number of Catalogues With The Feature		
	Absent	Present but Poor	Present and Good
I. Introduction			
1. Table of contents	72	4	14
2. Calendar	83		7
II. Control			
1. Officers of Board of Trustees named	41	2	47
2. Control of school	52	4	34
3. Nursing School Committee			
a) Names of members	42		48
b) Field represented	58	21	11
III. Administrative and Instructional Staff			
1. Names of members	38	15	37
2. Professional preparation			
a) Source of basic course	51		39
b) When obtained	73		17
c) Advanced Work	58		32
3. Academic preparation			
a) Degrees held	39		51
b) Source	54		36
c) When obtained	72		18
d) Advanced study	57		33
4. Professional experience	73	4	13
5. Date of local appointment	73		17
6. Faculty committees	77		9
IV. Information About the School			
1. Historical statement	25	47	18

TABLE II-CONTINUED

QUALITATIVE AND QUANTITATIVE RATING OF NINETY CATALOGUES OF SCHOOLS OF NURSING IN NEW ENGLAND

FEATURE	Number of Catalogues With The Feature		
	Absent	Present but Poor	Present and Good
IV. Information About the School (Continued)			
2. Aim	25	10	55
3. Accreditation	23	7	60
4. Location	56	24	10
5. Instructional facilities			
a) Lecture rooms	45	22	23
b) Laboratories	46	20	24
c) Library	45	23	22
d) Clinical facilities			
1) Size of hospital	27		63
2) Services	37	5	48
3) Bed capacity of services	88		2
4) Affiliations	10	14	66
V. General Information			
1. Admission requirements			
a) Age	3	2	85
b) Education		4	86
c) Civil status	66		24
d) Health	4	12	73
e) Mental ability	47		43
f) Personality	52	7	31
g) Tests	19	23	48
h) Interview	24		66
2. Expenses			
a) Tuition	7	5	78
b) Books	11	9	70
c) Uniforms	14	13	63
d) Board and room	36		54

TABLE II-CONTINUED

QUALITATIVE AND QUANTITATIVE RATING OF NINETY CATALOGUES OF SCHOOLS OF NURSING IN NEW ENGLAND

FEATURE	Number of Catalogues With The Feature		
	Absent	Present but Poor	Present and Good
V. General Information (Continued)			
2. Expenses			
e) Other Expenses	22		68
f) Summary	44	5	41
3. Student Aid	61		29
4. Eligibility for state registration	18	11	61
5. Opportunities for graduates	41	22	27
6. Requirements for promotion	38	7	45
7. Requirements for graduation	25	19	46
8. Policies regarding dismissal	30	4	56
9. Health program			
a) Care	17	3	70
b) Preventive measures	27		63
c) Positive health program	30	21	30
10. Vacations	13	42	35
11. Absences	34		56
12. Residence	27	33	30
13. Guidance Program	75	7	8
14. Student Activity			
a) Social and interest groups	29	16	45
b) Government	60	3	27
c) Religious	51		39
15. Recreational facilities	46	7	37
VI. Curriculum Pattern			
1. Length of course	7	10	73
2. Division of time-years and term	49	15	26
3. Sequence and correlation class subject and practice assignment	54	24	12

TABLE II-CONTINUED

QUALITATIVE AND QUANTITATIVE RATING OF NINETY CATALOGUES OF SCHOOLS OF NURSING IN NEW ENGLAND

FEATURE	Number of Catalogues With The Feature		
	Absent	Present but Poor	Present and Good
VI. Curriculum Pattern (Continued)			
4. Weekly Hour schedule-including class and practice	30	34	26
5. Tabulated summary			
a) Class	38	12	40
b) Clinical	58	21	11
VII. Course of Instruction			
1. Title of course	24	4	61
2. Description	52	9	29
3. Placement-year and term	45	30	15
4. Number of hours-lecture and laboratory	32	54	4
5. Instructor	73	3	14

or the uncertainty as to the dates of these events due to causes beyond control of the school administrator, irregularity in publishing the catalogue, or to the fact that it is not a traditional feature of the nursing school catalogue. It was noted that two schools which included the calendar in this latest issue had not done so in the previous issues. It may be that the new publications will include the calendar. In the majority of catalogues which included this feature the calendar covered two years and gave the dates of such events as registration days, school holidays, and capping and graduation exercises.

The Control

Under this heading were included the items pertaining to the control of the school, the board of trustees, and the nursing school committee or advisory board.

The Board of Trustees

The general public and the prospective student should be given information concerning the control of the school and the body in whom this control is vested. The names, at least, of the officers of this board should be stated.

Forty-one, or 45.6 per cent of the schools failed to include the names of the officers of the board of trustees; two gave the name of the president only. Forty-seven, or 52.2 per cent indicated the officers of this body.

Fifty-two, or 57.8 per cent of the schools failed to include a statement as to the control of the school; four made mention of the fact that the school was connected with the hospital; thirty-four, or 37.8 per cent made a definite statement concerning the control of the school.

The School of Nursing Committee

The name of this committee varies among the schools. In some schools this committee is called the advisory council, nursing council, or advisory board. The presence of this committee indicates to prospective students, the general public, and to those making a study of schools that there is a group which acts in an advisory capacity to the governing body in all matters which concern the education of the student. This is of special importance when the school is a department of a service institution such as a hospital. It is recommended by the National League of Nursing Education that this group represent the educational, social, civic, and health interest of the community. The name of the member may indicate the field of interest to those of the same community, but not all the prospective students or other users of the catalogue come from the immediate community of the school. In cities not all the members of this committee would be known even to residents of the same city. It would be well, therefore, for the schools of nursing not only to name this committee but to indicate the field of interest they represent in the community

in order that those interested in the school may determine the breadth of this advisory board. The inclusion of information concerning this committee not only gives information and shows the value placed on this committee by the school, but is an acknowledgement of the role the community plays in the school and thereby helps to improve public relationship.

The members of the school of nursing committee were named in forty-eight, or 51.1 per cent of the catalogues. In forty-two, or 46.7 per cent this item was absent. Sixteen of these forty-two catalogues were in booklet form. Five of the schools which had not included information about the committee made reference to such a committee when making a statement as to dismissal from the school. It was interesting to note that in one school of nursing the board of trustees of the hospital is also the school of nursing committee.

In fifty-eight, or 64.4 per cent of the catalogues information regarding the position held in the community by the committee members was absent. Thirty-two, or 35.6 per cent of the catalogues in which the name of the committee members were given did not indicate the field of interest which the members represent. Twenty-one, or 23.3 per cent of the catalogues give this information for part of the members but not for all. Only eleven, or 12.2 per cent of the schools included, in the catalogue, this information for each member of the committee.

Information Concerning the Administrative and Instructional Staff

Information concerning the Administrative and Instructional Staff is of importance to the prospective student and to those evaluating the school. It is of value for historical purposes. It is also a means of educating the public on matters concerning nursing education. Such items as the names of the persons who are in charge of the administrative policies and the instruction of the students; information concerning their professional and academic preparation; their professional experience and the date of local appointment should be included. When this information is fully given one can judge to a considerable degree the breadth and effectiveness of the staff.

The importance given to this item varies greatly among the schools. Some felt that the name and the degrees held were sufficient. Others gave this information in a concise but complete form. Thirty-eight, or 42.2 per cent of the schools gave no information concerning the staff except, as was noted in a few of the catalogues, by a broad statement to the effect that the classes were taught by well qualified doctors and nurse instructors.

The Names of the Administrative and Instructional Staff

The names and position held by this group were omitted from the catalogue by thirty-eight, or 42.2 per cent of the schools. Fifteen of the schools named part of the staff.

Some of the schools named only the director of the school, the director and the special lecturers, or the director and the classroom instructors. Thirty-seven, or 41.1 per cent of the schools included the names and positions of all staff members and of the special lecturers.

The Professional Preparation

Information on the professional preparation of the members of the staff was included in the catalogues of thirty-nine, or 43.3 per cent of the schools. Fourteen of the schools included the head nurses in this group. Twenty-one gave this information on those above the head nurse group. Many of the schools of nursing do not include the head nurses in this group and that may be the reason that this group was not included in the catalogues. The turnover among this group may be another reason. Four of the schools named and gave information only on the head of the school. Twelve of the schools which named faculty members gave no professional experience.

Source of basic preparation:- The school of nursing from which the faculty member was graduated was named in thirty-nine, or 42.2 per cent of the catalogues. In fifty-one, or 56.7 per cent of the catalogues this information was absent. The school of nursing from which the faculty member graduated is important for it gives some indication of the professional preparation for the position that the person holds.

The year of graduation:- The year of graduation is an aid in determining the professional preparation. This

information gives some light on the professional experience.

Seventy-three, or 81.1 per cent of the schools omitted information on this item. Only 7, or 18.9 per cent of the schools gave this information.

Advanced professional work:- This item should be included as it gives indication of the growth of the staff and the professional preparation beyond the basic course. In fifty-eight, or 64.4 per cent of the catalogues this information concerning staff members was not included. In seven of these catalogues the source of basic course was stated so it may be that the faculty members had made no advanced preparation for the position. Thirty-two, or 35.6 per cent of the catalogues included this information in good form.

Academic Preparation

The academic as well as the professional preparation of the faculty should be stated. It is generally agreed now that those who are to teach in a nursing school must have a broad general education with preparation in nursing education as well as being specialists in their professional field. This information should be clearly stated. Any advanced study should be indicated especially for those not holding a degree as it shows whether or not the faculty members are advancing in the preparation for their positions. A degree in itself is not a guarantee that the holder is qualified for the position. The standing of the institution granting the degree is important

therefore the name of the institution should be given. The name of the institution where the faculty members secured their education is important to a discriminating person. The year that the degree was conferred should also be stated.

Degrees held:- In thirty-nine, or 43.3 per cent of the catalogues this item was absent. Thirty-eight of these thirty-nine catalogues included no information concerning the faculty. The catalogues of fifty-one, or 56.7 per cent of the schools gave this information whether or not they gave other information on the faculty members.

Source of degree:- This item was omitted in fifty-four, or 60 per cent of the catalogues. Thirty-six, or 40 per cent of the catalogues named the institutions conferring the degrees held. Fourteen of the catalogues which had stated the degree of the faculty member had failed to include this important information.

Date of degree:- The date of the degree was absent in twenty-three of the catalogues which had indicated the faculty members who held degrees. In all, this information was absent from seventy-two, or 80 per cent of the catalogues. Only eighteen, or 20 per cent of the catalogues included this item.

Advanced study:- No information on advanced study was included in the catalogues of fifty-seven, or 63.3 per cent of the schools.

Thirty-eight of this number had given no information on the faculty and twelve had stated the names and degrees held only. Thirty-three, or 36.7 per cent of the catalogues indicated that the faculty members had done work beyond the high school level.

Professional Experience

The professional experience of the staff was omitted in seventy-three, or 81 per cent of the catalogues. Four catalogues gave the information on part of the staff or gave it in an incomplete form. In thirteen, or 14.4 per cent of the catalogues this information was stated in a clear and complete form.

Date of Local Appointment

The date of appointment indicates the stability of the faculty. One realizes that many changes occurred in the nursing staff of the hospitals during the war which affected and will affect this item but if the professional experience is shown the recency of the date will, many times, be explained.

The catalogues of seventy-three, or 81.1 per cent of the schools failed to give information on this item. In seventeen, or 18.9 per cent of the catalogues this item was included in good form.

Faculty Committees

The trend toward democratic methods of administration in the schools of nursing is advancing. The presence of faculty

committees indicates that the school is operating under this method and if such committees exist this fact should be shown.

This item was omitted from the catalogues of seventy-seven, or 85.6 per cent of the schools; four schools mentioned such committees in various parts of the text but did not list them. Nine catalogues gave the names of the committees and either named the chairman or listed all the members.

In many of the schools the faculty group is small and act as a committee of the whole but many of the schools which actually have separate committees functioning made no mention of the fact.

Information About the School

Under this heading were grouped such items as the history of the school, the aim, the accreditation, the location and the instructional facilities.

History of the School

This feature may not be as important as some of the others but it is of interest to the prospective student and is of value if it gives pertinent facts as to the development of the school.

Twenty-five, or 27.8 per cent of the ninety catalogues examined contained no statement on the history of the school. In forty-seven, or 52.2 per cent of the catalogues the statement was so brief that it was of very little value. Eighteen, or

20 per cent of the catalogues presented this feature in good form.

In nearly all of the catalogues which made an historical statement the history of the hospital took precedence over the history of the school. In some of the catalogues the history of the hospital was given but that of the school omitted. Facts about the hospital are important but in the school catalogue one would expect the history of the school to take precedence.

The Aim

This feature is an important one in the catalogue of any educational institution. Each school has a right to state its aim in its own way but it should be clearly stated so the prospective student, the general public and others who are interested in the school may understand what the individual school is attempting to do and be able to evaluate the program offered against the aim. Well defined aims will give the public a clearer idea of nursing education. The aim of the school is also of historical value for the growth of the school may be indicated in the changing of its aims, to meet the changing needs of the society it serves.

The aim of the school was not stated in twenty-five, or 27.8 per cent of the catalogues. It was interesting to note that this omission was not limited to the folder, leaflet, or mimeographed form of material, but that several of the cata-

logues in the regular bulletin form had omitted this item. Ten, of the schools included the aim in the catalogue but made such broad statements, and in some cases very wordy, that they were of little value. Such statements as, "The primary object of the school is to educate young women for the nursing profession," "The aim of the school is the development of nurses competent to care for the sick," or "It is the aim of the school so far as is possible to meet the requirements as outlined by the National League of Nursing Education" give very little information by which to judge the program. Fifty-five of the catalogues, or 61.1 per cent contained well formulated statements of the aim.

The Accreditation

The fact that the school is registered as an approved school of nursing in the state in which it exists and information that it is accredited by any of the recognized accrediting agencies should be clearly and definitely stated. There should be no misleading or inaccurate statements concerning the accreditation nor should the reader of the catalogue be expected to assume the school is approved from other statements made.

An examination of the catalogues revealed that twenty-three, or 25.6 per cent of the schools made no statement as to accreditation. In seven, or 7.8 per cent of the catalogues the statement was inadequate or inaccurate. Statements such as "...conforms to the registration laws of the State..." or

"...meets the requirements of the State Board of Registration.." are not adequate. In one catalogue it is stated "This school is also accredited by _____ and the American College of Physicans and Surgeons". This organization does not accredit schools of nursing but limits its approval to the hospital. Another catalogue contains the statement "It is a general hospital _____ on the approved list of hospitals of the American College of Surgeons, The American Medical Association and Board of Examiners in _____ and _____". Such inaccurate or misleading statements as those quoted above reflect on the institution besides strengthening the misconceptions held by many of the lay persons. In sixty, or 66.7 per cent of the catalogues this feature is included in good form.

Location

The location of the school is important to the prospective student. The facts that are desired on this item are the accessibility and means of transportation. Several of the schools have given the location in relation to surrounding points of interest or scenery but have given no information as to how one reaches the school.

Fifty-six, or 62.2 per cent of the schools omitted this item from the catalogue; twenty-four, or 26.7 per cent included it but in poor form; ten, or 11.1 per cent of the schools included definite directions.

Facilities for Instruction

The facilities for instruction in a school of nursing include lecture rooms, the laboratories, the library, and the clinical facilities of the hospital where the student will receive her experience.

The Lecture Room:- No mention was made of the lecture room in forty-five, or 50 per cent of the catalogues. Twenty-two, or 24.4 per cent made reference to them but gave no further information. Twenty-three, or 25.6 per cent of the catalogues included information which would be of value.

The Laboratories:- The data on the laboratories was similiar to that of the lecture room. This item was absent in forty-six, or 51.1 per cent of the catalogues; present but poor in twenty, or 22.2 per cent present and adequate in twenty-four, or 26.7 per cent.

The Library:- This item was absent from the catalogue of forty-five, or 50 per cent of the schools. Twenty-three, or 25.6 per cent of the catalogues named the library along with the other physical facilities but made no mention of the contents, many times it was difficult to tell if the library mentioned was a reference library or not. Twenty-two, or 24.4 per cent of the catalogues gave information that was of value. Only three, or 3.3 per cent of the catalogues contained information on ward libraries.

The Clinical Facilities:- As the preparation of the

nurse is affected by the experience she will receive the clinical facilities should be clearly stated. This should include the size of the hospital, the services available, the bed capacity of these services and any supplementary experience that the student will receive in other hospitals or community health agencies.

The size of the hospital with which the school was connected was absent in twenty-seven, or 30 per cent of the catalogues. Eight of these twenty-seven schools were connected with hospitals of over 150 bed capacity and eight with hospitals of over 300 bed capacity. The size of the hospital was included in sixty-three of the catalogues. It is of interest to note that fourteen of the schools from which material was received were connected with hospitals of under 100 bed capacity.

The various services and the bed capacity of these services should be clearly stated so that the prospective student, her advisors, and those evaluating the program of the schools may be able to determine the fullness of experience the student will receive in the home school and if additional experience is needed.

The services were omitted in thirty-seven, or 41.1 per cent of the catalogues. Five, or 5.6 per cent of the schools merely stated the hospital was a general hospital or as in the catalogue of one school, "Practice and scientific instruction is given in all diseases of the body that are usually treated

in a general hospital". In forty-eight, or 53.3 per cent of the catalogues the names of the services were included but only in two the bed capacity of the services was stated.

Eighty, or 88.9 per cent of the catalogues gave information on the affiliations which the students receive but in fourteen of the catalogues this information could have been more clearly stated. The fact that affiliation is received is not enough. The name of the school offering the affiliation and the length of the affiliation should be stated to give adequate information. Ten, or 11.1 per cent catalogues gave no information on this item. Several of these ten catalogues had failed to include the services offered in the home school.

General Information

Under the heading of general information was included that on admission requirements, expenses, eligibility for registration, requirements for promotion and graduation, opportunities for graduates, policies regarding dismissal, vacation, and absences, and information on the residence, health and guidance program, and student activity.

Admission Requirements

The requirements which prospective students must meet should be included in the catalogues of any educational institution. Clear statements on these requirements save need-

less correspondence. It also furnishes a means of evaluating the program of the school and is of value for historical purposes. An examination of catalogues show the items included under this feature to be the age, health, education, civil status, personality, mental ability, psychometric tests, and personal interviews.

Age:- The age requirement was absent in only three of the catalogues. Two of the catalogues stated that the applicant should be eighteen years of age which might leave a doubt as to whether or not the school admitted older students. The remaining eighty-five catalogues included a clear statement as to the age, several of them explaining the age requirement on taking state examinations.

Education:- All the catalogues included the requirement on education although in four of the catalogues it was poor. Such statements as "Applicants must have completed four years day high school, including one unit of science, chemistry preferred," or "Applicant's high school course must be compatible with the requirements of the State of _____ and the requirements of the State of New York and the requirements of the _____ Hospital School of Nursing." were not considered adequate enough for the prospective student to know if she meets the requirements or not without further inquiry.

Civil Status:- The civil status as a requirement was included in twenty-four, or 26.7 per cent of the catalogues.

Sixty-six, or 73.3 per cent of the catalogues contained no statement on the civil status. It may be that in these schools no restriction is made concerning married applicants.

Health:- Four schools, or 4.4 per cent made no statement on health requirements; twelve required good health but made no mention of physical examinations or innoculations. Seventy-two, or 80 per cent of the schools made specific requirements.

Mental Ability:- This item was referred to in several of the catalogues under scholastic rating in high school and as showing evidence of being able to carry work beyond the high school level but the majority of the schools required psychometric tests. Forty-three of the schools stated a preference for students with a certain placement in high school.

Personality:- Personality traits were mentioned in thirty-one, or 34.4 per cent of catalogues as desirable. Seven placed emphasis on good character. Fifty-two, or 57.8 per cent of the schools made no statement in their catalogue on personality requirements.

Tests:- Psychometric tests were required by seventy, or 77.8 per cent of the ninety schools whose catalogues were included in the study. Forty-eight, or 53.3 per cent of the catalogues included statements which told the reasons for the tests and gave information as to where or when they were given. Twenty-three, or 25.6 per cent of the schools stated that an

aptitude test was required but omitted to give information which would be of value to the prospective student. One school stated that the candidate must "submit to a psychometric test before acceptance". Nineteen, or 21.1 per cent of the schools evidently do not require applicants to take any of the aptitude tests. Twenty-five, or 27.8 per cent of the schools which included tests in the requirements failed to give information on the test fee either under this item or under expenses.

Personal Interview:- Sixty-six, or 73.3 per cent of the schools require an interview with the applicant before acceptance. Twenty-four, or 26.7 per cent of the schools do not make this requirement according to the information given in the catalogue.

Expenses

Prospective students and their parents are interested in the expenses involved during the three years and when these expenses must be met.

The majority of the schools had included this information in the catalogue but in varing degrees of completeness. Five of the schools included an estimated cost of the course in a lump sum and made no statement as to when the amount was due or to whom payable. A summary of the findings regarding the various expenses found in the catalogues studied follows:

Tuition:- Statements as to tuition fee were absent in seven, or 7.8 per cent of the catalogues. In five, or 5.5 per cent all expenses were included in a lump sum. In seventy-

eight, or 86.7 per cent the amount and the time due was clearly stated.

Aptitude Test Fee:- A statement regarding the test fee was found in forty-six, 51.1 per cent of the catalogues. Some of the schools included this under the test requirement and others listed it with the expenses involved during the three years.

Books:- The expense of the books was absent in eleven, or 12.2 per cent of the catalogues. Nine, or 10 per cent of the schools gave incomplete information, either giving the cost during the preclinical period only or stating that the cost of the books was met by the student. Seventy, or 77.8 per cent of the catalogues gave an estimated cost of the books for the three years.

Uniforms:- In fourteen, or 15.6 per cent of the catalogues this expense was absent. Thirteen, or 14.4 per cent included the item but did not give adequate information. Sixty-three, or 70 per cent of the catalogues had this item in good form.

Board and Room:- Fifty-five, or 61.1 per cent of the catalogues included a statement as to the cost to the student for the living expenses during the three years. In thirty-five, or 38.9 per cent of the catalogues no statement regarding this item was included. In one of the catalogues it was stated that the student lived on the campus of a college for

the first four months but neglected to state whether the school or the student was responsible for the living cost.

Other expenses:- Health fees, student activity, or library fees, and the cost of repeating examinations are listed in sixty-eight, or 75.5 per cent of the catalogues. Twenty-two, or 24.4 per cent of the catalogues made no mention of these expenses and the students would have a right to assume that they were not charged.

Summary:- A tabulated summary of expenses for the three years as included in forty-one, or 45.6 per cent of the catalogues should be helpful to the prospective student and her parents.

Student Aid

Funds which are available for assistance are of interest to the student and should be included if such funds exist.

Twenty-nine, or 32.2 per cent of the schools included this information in the catalogue. Sixty-one, or 67.8 per cent of the catalogues made no mention of such funds. Seventeen of these sixty-one schools had a monthly student allowance. Three of the schools that had student aid also gave an allowance.

Eligibility for State Registration

Eligibility for state registration is an important factor for the student to consider when making a choice of

school. This is one of the facts that the general public need to know for there still are schools in existence whose graduates are not eligible for state registration. The statement concerning registration should be comprehensive and accurate. Statements such as "on graduation she is ready to take her state boards", "Graduates are expected to take state board examinations", or reference in the aim as "...and to prepare them to take the examination of the State Board of Nurse Registration" were considered inadequate for the purpose. Statements such as "This registration makes her eligible for reciprocity with other states" and "Following state registration through examination they are eligible for registration by reciprocity elsewhere" would be better stated if the statement was modified by "reciprocity in other states which have similiar requirements."

This feature was absent in eighteen, or 20 per cent of the catalogue; included but poor in eleven, or 12.2 per cent of the catalogues; present and good in sixty-one, or 67.8 per cent.

Opportunities for Graduates

This feature gives the schools opportunity to enlighten not only the prospective student but the general public on facts concerning the nursing profession. It should include information of the opportunities open to the graduates of the particular school, such as credits allowed at specified colleges,

as well as opportunities for registered nurses in general.

This feature was absent in forty-one, or 45.6 per cent of the catalogues. In twenty-two, or 24.4 per cent of the catalogues information was included but mentioned only the organizations which the graduates were eligible to join. Twenty-seven, or 30 per cent of the catalogues contained good statements concerning this feature.

Requirements for Promotion

The requirements for promotion were absent in thirty-eight, or 42.2 per cent of the catalogues. Seven, or 7.7 per cent of the catalogues mentioned the requirements during the preclinical period but made no statement as to the clinical period. Forty-five, or 50 per cent of the catalogues included definite statements, many of them giving the grading system.

Requirements for Graduation

In twenty-five, or 27.8 per cent of the catalogues no mention was made of the requirements for graduation. In nineteen, or 21.1 per cent of the catalogues the item was included, but in an unsatisfactory form, merely stating that on the completion of the course the student received the diploma of the school or a like statement. Forty-six, or 51.1 per cent of the catalogues contained this feature in good form.

Policy Regarding Dismissal

No statement on the policy regarding dismissal was made in twenty, or 22.2 per cent of the catalogues. Four

catalogues contained statements similiar to the following: "The principal of the school reserves the right to sever the connections of a student with the school for any reason which she may deem sufficient". The only information of value that may be gained from such statements would be that the school is in all probability not administered in a democratic manner. Fifty-six, or 62.2 per cent of the catalogues included statements which would indicate to the prospective students those factors that would warrant dismissal.

Health Program

The measures used in the school in maintaining the health, preventing illness, and the care the students receive during illness is of interest to the prospective student and to her parents.

Care:- This item was absent from seventeen, or 16.6 per cent of the catalogues; three, or 3.3 per cent included the item but stated in a manner that left a doubt as to the care given. Seventy, or 77.8 per cent of the catalogues included definite statements. The writer questions what is meant by "a reasonable length of time" as was stated in the majority of catalogues.

Preventive Measures:- Check-up examinations, x-rays, and immunization given were described in sixty-three, or 70 per cent of the catalogues while twenty-seven, or 30 per cent of the catalogues omitted to give any information on prevention

of illness.

Positive Health Program:- In thirty, or 33.3 per cent of the catalogues no mention was made of any positive health program. In twenty-one, or 23.3 per cent of the catalogues it was stated that the health of the student was of concern to the executives of the school or that a positive health program was maintained but gave no evidence of the program, except possibly by reference to monthly recording of the student's weight. Definite evidence that a positive health program was in effect was noted in thirty-nine, or 43.3 per cent of the catalogues.

Vacations

Vacation periods are of interest to the student and are to some degree evidence of the health program carried on by the school.

Thirteen, or 14.4 per cent of the catalogues gave no information regarding vacations; seventy-seven, or 85.6 per cent of the catalogues included this information. In forty-two of these seventy-seven catalogues the length of the vacation period was stated and thirty-five, or 38.8 per cent made a statement as to the factors that determined when the vacation was given as well as stating the number of weeks given each year.

Absences

The policy as to absence from the school was absent in

thirty-four, or 37.8 per cent of the catalogues. This information was included in fifty-six, or 62.2 per cent of the catalogues, nearly one-half of which gave the policy regarding reinstatement after absence.

Residence

The housing facilities of the school are of interest to the prospective student and to her parents. They show to some extent the thought that is given to the physical comfort and health of the student. One would expect the school to give information which would allow an evaluation of living conditions of the students of the school.

Information on the residence was absent from twenty-seven, or 30 per cent of the catalogues. Thirty-three, or 36.7 per cent merely mentioned the residence or gave information that was not adequate to judge the accommodations for the student although a description of the social rooms and the grounds were given. In thirty, or 33.3 per cent of the catalogues the student's room and the facilities available for the students were adequately described.

The Guidance Program

The guidance of the student is an important phase of the educational program, but organized programs are not much in evidence in the catalogues of nursing schools as a whole. Many of the schools which have a guidance program have not so stated in the catalogue. If the school has such a program

it is to its advantage to state it in the catalogue for it is of value to the prospective student, in evaluating the program of the school, for historical record, and in comparing schools.

The guidance program was absent in seventy-five, or 83.3 per cent of the catalogues. Seven, or 7.8 per cent made mention of the guidance director or named a guidance committee and in eight, or 8.9 per cent of the catalogues a definite statement was made concerning the program.

Student Activity

This feature is of interest to the prospective students, and also is a means of evaluating the stress placed on the all-round development of the student.

Social and Interest Groups:- Information on this item was absent in twenty-nine or 32.2 per cent of the catalogues. Sixteen, or 17.8 per cent of the catalogues made mention of social activities but the statements were not comprehensive enough to judge the program. In forty-five, or 50 per cent of the catalogues this information was included in good form.

Student Government:- This item was absent in sixty-, or 66.7 per cent of the catalogues. Three, or 3.3 per cent mentioned the student-faculty organization indirectly. Twenty-seven, or 30 per cent of the schools included definite statements concerning the student government.

Religious Activities:- The schools should state the opportunities for the student to continue her religious

worship, and any required attendance at religious service whether the school is a sectarian or a secular school.

In fifty-one, or 45.6 per cent of the catalogues this item was absent; in twenty-nine, or 32.2 per cent of the catalogues this item was present in good form.

Recreational Facilities

School facilities for recreation which are available to the student should be indicated and information given on the facilities in the community which are available for the students.

Forty-six, or 51.1 per cent of the catalogues made no mention of recreational facilities; forty-four, or 48.9 per cent included information which was of value.

Curriculum Pattern

Information concerning the curriculum pattern is one of the most important features of the catalogue. This feature contributes to all the purposes of the catalogues and should therefore be given in detail yet an examination of the catalogues showed that this feature was sadly neglected by many of the schools. In many of the catalogues information on this feature was present but scattered through various sections of the catalogue making it difficult even for one with knowledge of the nursing school curriculum to gain an idea of the pattern in the particular school. According to the Essentials of a

Good School of Nursing[1] "The information usually contained in this statement is the length of the course, the division of the course into years and terms, the sequence and correlation of class subjects and practice assignments, and the weekly hour schedule including both class and practice." It is also pointed out in this book that a summary of information concerning the curriculum in tabulated form adds to the usefullness of the catalogues.

The Length of the Course

In seven, or 7.8 per cent of the catalogues no statement could be found on the length of the course. In ten, or 11.1 per cent of the catalogues no definite statement was made but the length was determined from the total number of months in the summary of clinical experience and from statements such as follows: "Board and room during the three years...", "Having completed the three years...", or "...nine weeks vacation during the three years." Seventy-three, or 81.1 per cent of the schools included this statement in the catalogue in good form.

Division of the Course

Fifty-nine, or 65.6 per cent of the schools omitted information on the division of time other than making a possible mention of the pre-clinical and clinical period.

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1 National League Nursing Education, Essentials of a Good School of Nursing, op.cit., p. 63.

Fifteen, or 16.7 per cent of the schools gave the division of time in terms for the first year and by years thereafter. Twenty-six, or 28.9 per cent of the schools gave the division of time in terms and years.

Sequence and Correlation

The sequence and correlation of class subjects and clinical practice was absent in fifty-four, or 60 per cent of the catalogues. Twenty-four, or 26.7 per cent of the catalogues included information which was not comprehensive enough to be of value. In twelve, or 13.3 per cent of the catalogues statements were made which clearly showed the plan the school had for the students. In five of the catalogues no information was given in the text, but the sequence and correlation of the class subjects and practice assignments was shown by a curriculum outline.

Several of the catalogues in which this item was rated present but poor had stated the pattern clearly for the first year but had not handled the information on the clinical period adequately. An example of some of the statements found in other catalogues follows: "A consistent integration of courses and experience", "Provision is made for careful correlation of classwork and clinical practice", "The content of the courses is correlated so as to make an integrated whole rather than seperate entities".

Weekly Hour Schedule

No mention was made of the weekly hour schedule in thirty, or 33.3 per cent of the catalogues. Thirty-four, or 37.8 per cent of the catalogues included this item but did not make clear whether or not class as well as practice was included in the time stated. Twenty-six, or 28.9 per cent of the catalogues had this item present in good form.

It was of interest to note that night duty was mentioned in only twenty of the catalogues, seventeen of which referred to it only in relation to the hours.

Tabulated Summary of Curriculum Information

The forms of tabulated summaries differed. In some of the catalogues a separate summary was made for class subjects and for clinical experience while in a few the summary was so arranged that the correlation and sequence could be readily seen. This type was very helpful.

Thirty-eight, or 42.2 per cent of the schools did not include a summary of classes in the catalogue; twelve, or 13.3 per cent included the class summary by the subjects but did not indicate the year given, and in some the hours were omitted. Forty, or 44.4 per cent of the catalogues included summaries that not only indicated the subject but the hours and year given and in many the term was also shown.

In fifty-eight, or 64.4 per cent of the catalogues a tabulated summary of clinical experience was absent. In many

of these catalogues information on this experience also was absent in the text. Twenty-one, or 23.3 per cent of the catalogues contained summaries which indicated the service, the length of time, and the year in which it occurred.

Courses of Instruction

This feature is another one that is of special importance and should give the following information on each subject; the name of the course, a condensed but informative description of the course, the term and year that it is given, the number of hours in lecture and laboratory each, and the names of the instructors.

The value placed on giving information on the course of instruction seems to differ considerably among the various schools. Twenty-five, or 27.7 per cent of the catalogues omitted this feature entirely. In twenty-four, or 26.6 per cent of the catalogues the tabulated summary or a list of subjects was the only source of information. Three named the subjects given during the pre-clinical period and in a broad statement to the clinical subjects. Thirty-eight, or 42.2 per cent of the catalogues included description of the course. A summary of the findings on the recommended facts of information follow.

Title of Course

The title of the course was omitted from twenty-four,

or 26.7 per cent of the catalogues. In four, or 3.3 per cent of the catalogues the names of part of the courses was included; one of the catalogues, that of a collegiate school, omitted the nursing courses. The names of all the courses were given in sixty-two, or 68.9 per cent of the catalogues, either in the description of the Course of Instruction or in the summary.

Description of Course

This information was absent from fifty-two, or 57.8 per cent of the catalogues. Nine, or 10 per cent of the catalogues gave a description on only part of the courses. Descriptions of the clinical courses were omitted from two of the collegiate school catalogues and seven of the hospital schools failed to include a description of the subjects taken at the affiliating schools, or gave too brief a description of the courses to be of value. A condensed but informative description was included in twenty-nine, or 32.2 per cent of the catalogues. Although in a few cases one wonders if the terminology used would be clearly understood by the average high school student.

Placement

The placement in year and terms was omitted by forty-five, or 50 per cent of the catalogues. Thirty, or 33.3 per cent of the catalogues included the placement in terms for the first year and by years for the remaining time. The affilation

program may have some influence on the data given on this item. In eight of these thirty catalogues reference had to be made to the summary to determine the placement. Only fifteen, or 16.7 per cent of the catalogues gave the placement in year and terms for all courses.

Number of Hours

The number of hours for each course was absent in thirty-two, or 35.6 per cent of the catalogues. Fifty-eight, or 64.4 per cent of the catalogues included this information but in varing ways. The total number of hours was given on all courses named, but in three of the catalogues reference had to be made to the summary to gain this information. Twenty, or 22.2 per cent of the catalogues stated the total number of hours and indicated the methods of instruction. The remaining twenty-eight of these fifty-eight catalogues stated only the total number of hours. Only four, or 4.4 per cent of the catalogues gave the number of hours in lecture and laboratory each for all courses.

Instructor

Information on the instructor of the course was absent in seventy-three, or 81.1 per cent of the catalogues; thirty-eight of which had not included a faculty list. Three, or 3.3 per cent of the catalogues gave the instructor by title and fourteen, or 15.6 per cent stated the name of the instructor.

Index

The importance of the index was mentioned in discussing the table of contents. Only six, or 6.7 per cent of the catalogues included an index. Four of these catalogues had also included a table of contents. One of the indices was placed at the front of the booklet where one would ordinarily find the table of contents. Three were in reality tables of contents. No attempt was made to present the details of the text except by alphabetical arrangement of the headings.

The Physical Features Studied

The physical features of the catalogues which were studied were the size and form, the general appearance, the pictures used, the date and the organization.

The Size and Form

The size and the form of the catalogues was studied in relation to the convenience in handling and shelving and to its permanence.

There is an agreement among those who have made a study of catalogues that the size most convenient for handling and shelving is the catalogue which has a page size of 6 x 9 inches. This size also allows for a more attractive page and better placement of items on the page than does the smaller size catalogue.

For permanence and ease in handling the booklet form of catalogue is superior. Each institution should keep on file or have the catalogues bound from time to time if they are to be of use for historical purposes. Folders, leaflets, and mimeographed material are not easily filed or bound. Another point to be considered, in using the booklet form, is that usually it indicates to the reader that the institution itself places value on this publication.

As has been previously indicated sixty-four of the catalogues received were in the booklet form and twenty-six were either leaflets, folders, or mimeographed material.

The page size of the sixty-four booklets varied. There were thirteen different page sizes varing from one $3\frac{1}{4}$ x $6\frac{1}{2}$ inches to one $7\frac{1}{2}$ x $10\frac{1}{2}$ inches. Thirteen of these catalogues were like no other in size. Thirty-four, or 37.8 per cent were of the 6 x 9 inch page size.

The number of pages in the booklets varied from seven pages to 144 pages, the median number being twenty-four pages.

The General Appearance

The cover, the quality of the paper used, the size of the type and its set-up, and the binding all exert an influence on the reader of the catalogue.

The Cover:- Care should be used in the choice of the cover. It has been stated that one can not judge a book by its cover but nevertheless the choice of cover makes an

impression on the person examining the catalogue. Authorities agree that a dignified cover in two colors that blend is to be preferred; flashiness should be avoided as should the use of a pure white cover which soils easily; care should be taken to use the same type family and to avoid overcrowding either with words or design. Most college catalogues use the college seal besides the title piece and the date of publication. A large number of schools of nursing have adopted this custom and use either the hospital seal or a replica of the school pin. There seems to be two schools of thought on the use of the seal or, in the case of the hospital school, of the school pin. The objection given to this custom is that the seal or pin has no meaning to the reader of the catalogue unless he or she has some connection with the institution.

On examining the covers of the catalogues used in the study it was noted that thirty-five, or 38.8 per cent of the catalogues had white covers or a white base. Blue was the next favored color, seventeen, or 18.8 per cent using some shade of blue. Other colors used were the cream or yellow shades, grey, red, and green. Nearly all the catalogues had some design besides the title piece and date. Only seventeen, or 18.8 per cent of the catalogues used only the title piece and the date on the cover. The seal or pin was used on thirty-seven, or 41.1 per cent; pictures on eighteen, or 20 per cent and the pin and a picture on two. Sixteen, or 17.7 per cent of the catalogues had no cover. It was noted that those

catalogues with white covers were showing soil before the catalogues had been used very much. It was also noted that when pictures, photographs, or printing beyond the amount needed to identify the piece were used, the cover was overcrowded. Two of the catalogues included the accreditation on the cover. On one, the approval of the hospital was included with that of the school.

Several of the catalogues had covers which included only the name of the school, the title of the piece, and the date, yet by the combination of colors used by the arrangement of the printing were very attractive. There seems to be a slight tendency, evidently in the endeavor to enliven the catalogue, to include too much on the cover.

The Quality of the Paper:- A poor quality of paper was used in only three of the booklet form of catalogues. One of the schools had chosen a paper that seemed to have a corded appearance which made the printing hard to read. The paper used in the mimeographed form was of necessity the usual quality used for this purpose. The paper used in three of the folder and leaflet form of catalogues was of poor quality.

Type:- The type face, the size of the type, and the leading, or spacing between the lines, all affect the appearance of the type page and the ease of reading.

Only four of the catalogues used a type size that made reading difficult. In two of the catalogues the leading was

poorly chosen. In one catalogue it was difficult to determine if it was the type family, the ink, or the poor quality of paper that made the text difficult to read. The type in the mimeographed forms was frequently indistinct in parts of the catalogue.

The Binding:- Only one of the catalogues had a stitched binding and that one consisted of 144 pages. Sixty-three booklets and four mimeographed sheets were bound with wire staples. Two of the catalogues had only one wire staple which did not seem sufficient. In three, the wire staple had already broken through the page so there were loose pages. One catalogue because of its thickness could have been more easily handled had stitching been used. The wire stapling was adequate and well placed in fifty-seven, or 63.3 per cent of the catalogues.

Use of Appropriate Pictures

Well chosen pictures are of value as well as of interest. These pictures should be restricted to those pertaining to student activity and facilities for instruction. Care should be taken that the pictures are of recent origin and that they are well-placed so they do not interrupt the continuity of thought. Captions should be included with all pictures. The use of many pictures unless in a seperate booklet or in a special section of the catalogue is distracting as well as making it a promotional booklet instead of an educational

catalogue.

Pictures were absent from thirty-one, or 34.4 per cent of the catalogues, seven of which were in booklet form. One of the schools which did not include pictures in the catalogue had sent a seperate pictorical pamphlet. In forty, or 44.4 per cent of the catalogues pictures were present but many of these pictures were poor for the purpose. Many of these pictures would have been good had they been clearer; some were too dark, others light streaked or poorly focused. In three of the catalogues the pictures were poorly placed. In one, in particular, a reader must turn eight pages of pictures to continue with the paragraph he was reading. Many times pages of pictures were included when vital facts were omitted. Eighteen, or 20 per cent of the catalogues contained excellent pictures for the purpose and had placed them to good advantage. In three of the catalogues all the pictures were placed in a seperate section of the catalogue. Pictures of the president, the deans, hospital administrators, scenery near the school, unoccuppied hospital rooms, and empty operating rooms have very little meaning or use to the prospective student and the general public and are of no value in evaluating the facilities nor for historical record. In several instances one or more of these pictures were included when otherwise the choice of pictures was good. Several of the catalogues included pictures which had no captions and would

have no significance to one not accustomed to hospital life.

The Date

The date of the catalogue is important. Without a date it is not possible for one to tell if the catalogue is an old or a recent issue. It is suggested that the date of the catalogue be printed on the cover and on the title page. If all the catalogues were published yearly this might be sufficient, but this does not seem to be so. Over one-half of the catalogues which were dated carried the date of two years. In nearly all of these there was no indication whether the catalogue was intended for the school year or for two calendar years, therefore, it seems necessary for the date of publication to be given as is done in college catalogues.

Six, or 6.7 per cent of the catalogues included the date of publication. Two of these, which were college catalogues, also indicated the years the catalogue was intended for. Twenty-one, or 23.3 per cent of the catalogues included the date both on the cover and the title page. In eleven, or 12.2 per cent the date was on the cover only. Three, or 3.3 per cent had the date on the title page but not on the cover. Forty-nine, or 54.4 per cent omitted the date entirely.

Organization of Material

Lack of organization was noted in twenty-five, or 27.8 per cent of the catalogues. One frequently found a number of different items in one paragraph or under headings

which did not apply to the item. Health requirements were found under "Health Program" in nine catalogues with no mention of health requirements under admission requirements. In one catalogue requirements for admission were found in three different sections. Information regarding expenses were found in three sections of another catalogue. Long paragraphs and lack of headings were found in three of the catalogues in booklet form. In six of the mimeographed sheets no attempt was made to organize the material under headings. Careful editing would have eliminated many of these faults as well as the typographical errors that were noted in eight of the catalogues. Careless corrections had been made in two catalogues and in one a section of the page had been cut out. Lack of organization, incorrect headings, and careless corrections in the catalogue do little to help the prestige of a institution.

Inaccurate, Inconsistent, and Exaggerated Statements

It must be remembered that the catalogue represents the institution to those who are not personally acquainted with it. Inaccurate, inconsistent, or exaggerated statements in the catalogue can injure the school.

Inaccurate statements were found in twelve, or 13.3 per cent of the catalogues. The inaccuracies in the statements of accreditation, registration, and the table of contents

have already been mentioned. In two of the catalogues "R. N. _____ Hospital" was placed after the name of the faculty members. Those who have knowledge of the nursing profession would know that this is incorrect, that the hospital nor the school award an "R. N.", but the general public might be led to believe that it did. In two of the catalogues the hours listed in the summary of classes are incorrectly totaled. Three catalogues made a statement that certain information would be given in another section but this information was never located.

Inconsistencies were found in nine, or 10 per cent of the catalogues. In five catalogues the number of hours for two to three courses which was given under the course description did not agree with the number shown by summary. In one catalogue the students spent part of the pre-clinical period at a college. In one section this time was stated as ten weeks and in another as twelve weeks. In two catalogues reference is made to the head of the school as the Principal and in another place as the Director of the school. One school which is called a school of nursing referred to the advisory committee as the "Training School Committee". In another catalogue the first six months in the school was referred to as the "pre-clinical", the "preliminary", and the "probationary" period.

There is one term that is widely used among the schools of nursing in general and which was noted in a large number of

the catalogues studied that should be changed. Schools of nursing are schools of higher education and the heads of the schools should not be called "Principal" which is a title used for the heads of schools on the elementary and secondary level.

One is led to question the accuracy of the statements made in nine of the catalogues concerning the facilities and the preparation of the faculty since these statements are not backed by any evidence. One catalogue states that the students are taught by "especially prepared instructors" yet degrees were listed for only four of the twelve named faculty members and no information given as to the source of preparation or professional experience. Another school states that "The school endeavors to give a broad general foundation for any of the specialized braches open to the nursing profession". There is no evidence that the students of this school receive any experience in psychiatry, communicable diseases, or public health nursing.

Irrelevant Items

It is generally agreed that items which are irrelevant to the purpose of the catalogue should not be included. Poetry and quotations do not essentially contribute to the purpose of the catalogue. Rules concerning the residence and the use of cosmetics have no place in the catalogue. Directions on the marking of clothing, making of part of the uniform, and suggest-

ed reading lists could be given to students by some other means as could the list of equipment needed which was included in twenty-two of the catalogues. One school included a list of names of the graduates and the members of the medical staff who served in World War II, yet omitted information about the faculty and curriculum. The names of the Woman's Board and the school creed was included in one catalogue but had omitted information on the professional experience of the faculty members and description of the courses taken on affiliation. Lists of the students were included in four of the catalogues, geographic distribution of graduates in two, summary of student enrollment in one, bibliographic sketch of students in one, and the names of the Association of Founders in one. There is a tendency of late for the lists of students to be omitted from the college catalogues. Surveys have been made that showed that they were not used enough to justify the expense of including this item. Thirty-six, or 40 per cent of the catalogues included items such as those listed above, many times omitting information needed by the prospective student to aid her in making a choice of school.

While making the study a feature wasfound which was not included in those that contribute to the purpose of the catalogue and yet definitely is a help to the student. Six of the schools included information on what a student should look for in making her choice of school and the reason why these

factors were important. One other school had evidently intended to do this but had this information mixed in with information about the school itself so that the recommendations were not clear.

CHAPTER V

SUMMARY AND CONCLUSIONS

It is evident from the findings that many of the features which contribute to the purpose of the catalogue are absent or poorly presented in the catalogues of the schools of nursing in New England when they are considered as a whole.

The Introductory Features

Aids to the use of the catalogue such as the table of contents or index are absent from seventy, or 77.8 per cent of the catalogues, twenty of which were in booklet form with sixteen pages or over.

The calendar which would give information of value to the students was included in but seven of the catalogues. The reasons for this omission may vary but it is evident from the findings that the schools do not place value on this feature.

Information on the Control

A statement concerning the control of the school is missing in fifty-two of the catalogues. Only thirty-four, or 37.8 per cent of the catalogues included a definite statement on the control. Even the names of the officers of the board

of trustees were omitted from forty-one, or 45.6 per cent of the catalogues. Although the names may give little information it does give those in whom the responsibility for the school is vested. Thirty-nine, thirteen of which were in booklet form, failed to indicate whether or not the school had an advisory committee either by making a statement or naming the group. In omitting these features the schools not only are omitting valuable information but also an opportunity to strengthen the public relationship between the school and the community.

The Administrative and Instructional Staff

Data on the administrative and instructional staff was poorly presented or absent in a large percentage of the catalogues, noticeably, concerning the preparation and professional experience. As this is an important feature to all the purposes of an educational institution no school should fail to include all facts that give this information. Failure to include this feature may cause one to question the quality of instruction given.

Information About the School

One would expect the school to present accurate and comprehensive information concerning the purpose of the school, its standing, and the facilities of instruction yet

from twenty-five to fifty per cent of the schools omitted some of the necessary information. Others included inaccurate or misleading information. Since the general public has little knowledge about nursing education, the school has a duty to make definite statements on these facts. Many times a statement was included which would have a meaning to one with knowledge of nursing schools but gave no definite information to others. The schools are missing an opportunity to increase the knowledge of the general public on nursing education when this feature is not fully developed.

General Information

Information regarding the admission requirements and the expenses was comprehensive in nearly all the catalogues. In fact these were the best developed features in the catalogues as a whole, although better organization of the information is to be desired in a large number.

Information on the opportunities for graduates and eligibility for state registration is very important to the prospective student in making a choice of school and is a means of disseminating information on nursing and nursing education to the general public. Facts about the opportunities for graduates were omitted from 45.6 per cent of the catalogues and well presented in only 30 per cent. Eligibility for state registration was absent or poorly stated in 32.2 per cent

of the catalogues.

Requirements for promotion and graduation are important to the prospective student and of value in evaluating the program of the school was well presented in but 50 per cent of the catalogues.

The Health Program of the school which is an important factor for the prospective student to consider when making her choice of school was included in all but seventeen, or 18.9 per cent of the catalogues although the emphasis placed on it differed considerably. Many of the schools had included information on the care the student would receive if ill, but neglected to give information on either the preventive or follow-up program or both. In several of these catalogues health teaching and the preventive phases of nursing were included in the aims.

Vacation information is not only of interest to the prospective student but is also an indication of the health program of the school. This feature was included in 85.6 per cent or in all but thirteen catalogues. This purpose of the catalogue would be better served if this feature had been more fully developed in 47 per cent of the catalogues.

Information on the policies of the school regarding dismissal and absences should be included in the catalogue. Fifty-six, or 62.2 per cent of the schools included this information in a clear form. In thirty-four, or 37.8 per cent

of the catalogues failed to include this feature or presented in a poor form.

Information regarding the guidance program was absent in seventy-five, or 83.3 per cent of the catalogues although in some of these schools there actually is a guidance program. Seven, or 7.8 per cent of the schools have merely indicated that a guidance program exists. Eight, or 8.9 per cent of the catalogues include a comprehensive statement on this program.

Items regarding the physical comfort and extra-curricula activities of the students were frequently neglected. Prospective students and their parents are interested in the living conditions and plans for the social and physical development of the student. It is only fair that this information be given in the catalogue and stated in such a way that a judgment can be made of the opportunities offered by a particular school and the emphasis placed on the phase of the students life.

Information on the residence was omitted in twenty-seven, or 30 per cent of the catalogues and inadequately stated in thirty-three, or 36.7 per cent of them. The statements regarding the social activities, interest groups, student government, religious activities, and recreational facilities may reflect the policies of the schools, but if the pictures included represent actual events and facilities, the schools are frequently not presenting the advantages for the students

in the best light.

The Curriculum Pattern

There seems to be a lack of agreement on the value of this feature or a misunderstanding as to what should be included. This is one of the features which contributes to all the purposes of the catalogue of any educational institution, yet one found very little information on it in some of the catalogues. Even the length of the course was omitted in seven of the catalogues. The division of time in years was omitted in forty-nine, or 54.4 per cent of the catalogues. Only twelve, or 13.3 per cent of the catalogues included adequate information on the sequence and correlation of class subjects and practice assignments. Fifty-four, or 60 per cent of the schools had omitted this information, and twenty-four, or 26.7 per cent had included insufficient information. The weekly hour schedule was omitted in thirty of the catalogues, inadequately stated in thirty-four and clearly stated in only twenty-six, or 28.9 per cent of the catalogues. The tabulated summary such as was included in many of the catalogues is an excellent supplement to a description of the curriculum but should not make the description unnecessary.

The Course of Instruction

The course of instruction together with the curriculum

pattern is a necessary feature of the catalogue of an educational institution if the catalogue is to serve the purpose for which it is published. Yet twenty-four, or 26.7 per cent of the schools felt that a tabulated summary was a sufficient source of information. Some of these summaries were no more than a list of the subjects taught. Twenty-four, or 26.7 per cent of the schools had omitted this feature entirely. The title of the course was included in some form in sixty-five, or 72.2 per cent of the catalogues although the description was given in only thirty-seven. Only four, or 4.4 per cent of the catalogues indicated the number of hours devoted to both lecture and laboratory. Twenty, or 22.2 per cent of the catalogues gave the total number of hours and indicated the methods of instruction, thirty-four, or 37.8 per cent stated the number of hours only, and in three catalogues one had to consult the summary to obtain this information. Forty-five, or 50 per cent failed to indicate even in which year the course was given.

The Physical Features

On the whole the physical features of the booklet form of catalogue were good with the exception of the cover, use of pictures, and the date. The cover of thirty-eight per cent of the catalogues was of white stock which soils easily, and the lay-out of many of the covers could be improved. Many of

the catalogues contained pictures which were not clear, lack captions, or were irrelevant to the purpose. A clearer understanding of facts concerning the publishing of the date is needed by a large percentage of the schools

Inconsistent and Inaccurate Statements

If the catalogue is to be of value, all statements must be accurate and specific and misleading in no way. Inaccurate statements were included in twelve of the catalogues and inconsistent statements in nine. Statements in several of the catalogues might be questioned as to the accuracy since there is no evidence to support the broad claims made. The lack of reliability not only reflects on the particular school but also on nursing schools in general.

Irrelevant Features

The inclusion of such items as lists of students and alumnae, list of equipment needed, reading lists, poetry and prose quotations, list of nurses and doctors who were in service and boards of the hospital which have no connection with the school may be of interest and helpful, but care should be taken to see that they are not included and other important information omitted. A large percentage of the catalogues studied included such items when it is apparent from the findings that essential features where omitted.

It would seem that lists of equipment, directions for uniforms, and the like could be furnished through some other means.

Other Findings

Six of the catalogues have included an item which gives information which is valuable to the student nurse. This item points out essentials of a good school of nursing. It is without doubt used to emphasize the good points of the particular school, but nevertheless it gives the prospective student a basis on which to make his or her judgment.

General Conclusions

The purpose of the study was to determine the adequacy with which the catalogues of the schools of nursing in New England were meeting the accepted purpose for such catalogues. The determination of the adequacy depends on the extent to which the catalogues furnish the essential information. This study shows that there is considerable variation in the adequacy of the catalogues. Although many of the schools have included in the catalogue all the essential features, some in an outstanding form, none of them have developed every feature so it serves its purpose to the utmost. The majority of these catalogues which contain the essential features are well organized and the statements are specific and accurate. The weaknesses noted were usually those pertaining to

some item under the curriculum pattern or course of instruction such as the number of hours and the sequence and correlation. Others include some, but not all of the essential features and characteristics. Still others are definitely poor in fulfilling the purpose of the catalogue.

As a group the catalogues of the schools of nursing in New England have a number of outstanding weaknesses. Information on the preparation and experience of the administrative and instructional staff is lacking in many catalogues. Information on the facilities of instruction especially as to clinical facilities could be more adequately presented. In formation on the curriculum pattern and the course of instruction is decidedly lacking in a considerable number of the catalogues. Items which are irrelevant to the purpose of the catalogue are found. Inaccuracies, inconsistencies, and over-emphasis are found in too large a number of the catalogues. Organization of content is poor in a number of catalogues, as is in evidence of lack of careful editing. If one had to depend on the data that is presented in some of the catalogues, it is doubtful if they would gain a good picture of nursing education in general, let alone the education they would receive in that particular school.

On the basis of this study of ninety catalogues, which represents 72 per cent of the schools of nursing in New England, it seems fair to state that, judged on a criteria based

on the purposes of the catalogue, a large percentage of the catalogues do not fulfill the purposes for which they are published and there is no catalogue that could not be improved in some way. It is interesting to note that the catalogues which contained all the essential features, and nearly all of them in good form, were not restricted to any one group of schools. This group of catalogues represent small and large hospital schools, and collegiate schools.

CHAPTER VI

RECOMMENDATIONS

From the findings of this study it is apparent that many of the schools have omitted much of the information which is essential in the catalogue of an educational institution. Although schools have a right to present their information in the form they desire, a certain amount of standardization is to be desired in the interest of helping prospective students and the general public know more about nursing and nursing education. Many of the schools are making a definite effort to have the catalogue fulfill its purpose, but there are also those that evidently need assistance in improving the catalogue. There is very little literature available to the administrators unless they have access to some of the college libraries and then, frequently, it is available only in a limited form. For this reason, it seems desirable that a workshop for the catalogues of the school of nursing catalogues be instituted in one of the colleges or universities offering courses in Administration of Nursing Schools. A pooling of the ideas of those who are responsible for many of the well presented features should result in better catalogues. There are several projects that could be developed to aid those

responsible for the catalogue.

A check list or a score card could be constructed whereby the present catalogue of a school could be checked to help revise it for the next publication.

The American Hospital Association is conducting a contest for better publications[1], and is issuing, on a loan basis, "kits" on nursing school bulletins. These "kits" contain catalogues published by various schools of nursing, and a mimeographed sheet which names the contents to be included in the catalogue. The idea of the "kit" is excellent, but the writer feels that more information should be included to aid those who are to prepare the catalogue. The inclusion of the visual aids in the form of actual catalogues is good, but it was noted that some of the items recommended by the National League of Nursing Education and by authorities on catalogues are absent. If a group of nursing educators or students in administration would prepare a similiar "kit", including model catalogues and the reason for the inclusion of various items, and make the "kits" available to schools of nursing; those who are unable to attend a workshop would receive aid in improving the catalogue. A "kit" may be the evidence that an administrator needs to convince the board of trustees that the money expended on a good catalogue is justified.

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1 "Two New Public Relations Contests", Hospitals, 21:64, May, 1947.

Since starting this study, the writer has come to feel that the study might have been of more value if a survey of students had been made to determine if a catalogue had been of value to them, what features had been of value, and what information they would like to have had that was not in the catalogue. The writer feels that a survey of this type, similiar to that conducted by Gladfelter[1], might be of value to nursing educators.

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1 Gladfelter, op.cit., pp. 335-47.

CHAPTER VII

GREATER BOSTON LIBRARY SOURCES FOR THE MOST HELPFUL REFERENCES ON THE CATALOGUE

Several of the references which are listed in the sources to literature are not obtainable in Greater Boston. The writer found that no library was a source for all of the references which would be most helpful to the person preparing the nursing school catalogue. Because of the difficulty experienced in locating many of these references, it was decided that the library sources in Greater Boston, for those which would be most helpful, should be named to aid others seeking this literature.

The name of the libraries where they may be obtained are listed under each of the following references:

Blauch, L. E., "A Means of Evaluating Catalogs of Educational Institutions", Bulletin of the American Association of Collegiate Registrars, New Series, Vol. VIII, No. 2, January, 1933, pp. 75-88.
This reference not owned by any of the libraries in Greater Boston. Investigator's personal copy obtainable at the Boston University School of Nursing Library. This article is nearly identical with the chapter on catalogues in the Liberal Arts College, of which, Blauch was a co-author.

Bolton, Fred, "Suggestions Regarding College Catalogs", Northwest Association of Secondary and Higher Schools, Proceedings, 1942, pp. 66-8.
Harvard College School of Education Library

Bright, Alan, "A Study of the College Catalog", Bulletin of the American Association of Collegiate Registrars, New Series,

Vol. III, No. 1, pp. 75-80, July 1927.
Widener Library, Harvard College

Eells, Walter, The Junior College, Houghton Mifflin Company, Cambridge, 1931.
Boston University School of Education Library
Harvard College School of Education Library

Gladfelter, Millard, E., "Evaluation of Several College Catalogs", American Association of Collegiate Registrars Journal, 13:335-47, April, 1938.
Widener Library Harvard University

Gray, Carolyn, "School-of-Nursing Catalogs", The American Journal of Nursing, 26:47-53, January, 1929.
Boston Public Library Periodical Room
Boston University School of Nursing Library
Nursing School Libraries of most hospitals

"Guide to a Better Catalog", Higher Education, U. S. Office of Education, Vol. III, No. 11, p. 3.
Boston Public Library Teacher's Room

Henderson, Jean, "How Does Your School Look On Paper?", The American School of Nursing, 46:459-461, July, 1946.
_____, "How Does Your School Catalog Look?", The American Journal of Nursing, 46:445-47, August, 1946,
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Jarvis, C. D., The College Catalog, U. S. Bureau of Education Higher Education Circular No. 13, Government Printing Press, Washington, D. C.
Investigator's personal copy obtainable at Boston University School of Nursing Library
Harvard University School of Education

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National League of Nursing Education, Essentials of A Good School of Nursing, National League of Nursing Education, New York, 1945.
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Pritchett, Henry, S., "College Catalogs", Eighth Annual Report of the President and the Treasurer, Carnegie Foundation for the Advancement of Teaching, 1913, pp. 111-124.
Boston University School of Education Library
Boston Public Library Teachers' Room

Reeves, Floyd, W., et al, The Liberal Arts College, University of Chicago Press, 1932.
Boston University School of Education Library
Harvard University School of Education

Sister Mary Vivian, "College Catalogs - Their Content and Distribution", American Association of Collegiate Registrars Journal, 14:55-60, October, 1938.
Widener Library Harvard University

Thielbar, Frances, "An Analysis of Nursing School Catalogues", an unpublished master's thesis, University of Chicago, 1938.
May be obtained from the University of Chicago, on a loan basis, through the Boston University School of Nursing Library.
A very good condensation of this thesis appears in The American Journal of Nursing, April, 1939.

Ward, H. P., The American College Catalog, The Champlin Printing Company, Columbus, 1917.
Only 300 copies were printed but three are obtainable in Greater Boston.
Boston Public Library
Boston University School of Education Library
Widener Library Harvard College

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The Educational Index, The H. W. Wilson Company, New York.
A cumulative author and subject index to a selected list of educational literature which was consulted from 1932 through 1946.

The Reader's Guide To Periodical Literature, The H. W. Wilson Company, New York.
An index, by author and subject, of the contents of a large number of current periodicals popular in public and school libraries. This source was investigated from 1922 to April 1947.

Cumulative Book Index, The H. W. Wilson Company, New York.
A current catalog of all books published in the English language in all countries. The books are cataloged by author, title, and subject. This source was consulted for the period from 1938 to 1946. Earlier editions are out of print.

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